

A COMPARATIVE STUDY OF PSYCHOLOGICAL BURNOUT LEVELS AMONG TEACHERS OF PHYSICAL EDUCATION AND SPORTS IN MIDDLE AND SECONDARY STAGES (ALGERIA-EL BAYADH)

Larbi Mohammed¹, Guezgouz Mohamed¹, Mokrani Djamel²

¹University Center, El-Bayadh, Algeria;

²Institute of Physical Education and Sports, Laboratory of Programs Optimization in APS (LABOPAPS), University of Mostaganem, Algeria

Original scientific paper

Abstract

The objective of the study is to determine the degree of extent of the phenomenon of psychological exhaustion among teachers of physical education and sports at the secondary and middle levels of education. For this study, the researchers relied on the descriptive approach for it fits the subject of the study. The sample consisted of (60) teachers, including (40) of the average level of education chosen at random. The researchers opted for the burnout scale introduced by Seidman and Zager 1994 and translated into Arabic by Adel Abdullah (1994). After statistical treatment, the results showed that teachers of physical education and sports are characterized by moderate degrees of psychological exhaustion. The study also revealed statistically significant differences in favor of middle school teachers.

Keywords: Burnout, physical education and sports teachers, middle level, secondary level

INTRODUCTION

The category of teachers is an integral part of society, therefore and like the rest of society, this segment suffers from social and psychological problems, and in addition, from distinct problems linked to the nature of the profession they exert, namely teaching. A profession considered as painful and whose practitioners suffer greatly, and on several levels, because of the heaviness of the noble tasks entrusted to them. As such and above all, the teacher or the professor is an educator, and a person supposed to have a great knowledge touching several aspects of life, that the learner needs. In this regard, (Kermich, 2019) considers that teaching is a human and social profession of communication and interaction between teachers and the learners through which appears visibly, the teacher's character, personality and professional performance.

Since physical education and sport is an important and central subject in the teaching and learning process, the teacher of this matter therefore has heavy responsibilities which are added to the teaching role that he is called to play. As such, he is called upon to devote his full attention to the health aspect of the pupils, to make them aware of the importance of a healthy and balanced diet, and to direct them towards sports specialties if necessary. We should also add that the teaching profession is facing several obstacles likely to weaken the role of

the physical education and sports teacher, and could affect it in several respects. For example, he is the only teacher in the education system that works outdoors, exposed to various climatic disturbances. It is thus in winter, prey to the cold which can approach zero degrees in certain regions, and at the end of the school year, i.e., on the months of April and May, he is again, prey to another element of nature namely, the high temperatures of the summer heat.

In addition, the psychological stress at work contributes in a significant way in stress of life, since it also remains a psychological phenomenon like anxiety and aggressiveness, and thus impossible to deny. On the contrary, it must be subjected to the treatment of specialists, in order to help the worker to adapt to his work and thus, achieve the desired production in terms of quantity and quality, in order to reach social promotion. (Jabara, 2011). All of this, undeniably exposes the teacher to great of professional stress which exhaust him physically and mentally and very often, prevent him from reconciling what is a reality on the ground, and the theoretical truth. This is called psychological combustion. Therefore, the psychological exhaustion subject occupies a large place in the field of education and teaching, as well as among workers in sectors linked to human professions. (Schanfelid.W & Greenglass., 2000).

Burnout is a relatively recent term that appeared in the 1970s, and (FardinBrucker) was the first to use

the term in his study of aspects of responding to stress faced by teachers and workers in the field of service. In this regard, he believes that the burnout is a state of physical and mental exhaustion which leads to a negative opinion on one's self, work and others, as well as public life. It is also represented by a lack of idealism and a feeling of anger. (Freundenberger, 1994)

(Allawi, 1997) believes that the emergence of the term psychological burnout is related to stress at work, and that it has been defined as a state of mental, emotional and physical exhaustion resulting from intense love, sincerity and continued dedication to work, without achieving the desired benefit or any significant advantage.

(Maslach, 1982) defines combustion as a set of symptoms that are nervous fatigue, emotional exhaustion, detachment from personal aspects, and a sense of dissatisfaction with achievement in the professional field, which can occur in people who perform some kind of work that requires involvement with people.

In view of the importance of studying psychological burnout in terms of its causes and manifestations and its relationship to some other variants, and the methods necessary to limit or reduce it, many studies have been studying it, including Arabic, such as the study (Assaf, 1996) . (Jihad, 1999) and the foreign ones as a study (Gill, 2000) (Susan, 2000)

The educational process professionals also suffer from several problems whether related to the hourly size, the inability to control the behavior of students, the low wages allocated to the profession, or the inferior social view of the teaching profession, and so on. (Youssef, 1999)

Some teachers have the right methods to cope with stress around them, so they can get control of psychological problems and overcome them. However, some others do not have such methods and therefore cannot withstand the pressures of work and life which leads to an accumulation of problems and an increase in psychological suffering which in turn, leads to a state of psychological combustion.

Some studies indicate that physical education teachers are characterized by strong motivation at work (Dashisha, 2019), which would reduce the degrees of psychological exhaustion, but this does not exclude its existence. We might think that a state of psychological exhaustion arises suddenly,

but it does not. Rather, it goes through stages as detailed by (Hartawi, 1991)). (Lakhdar, 2019) for his part, affirms in his study entitled The level of psychological exhaustion of teachers and its repercussions on the progress of the physical education and sports class, conducted in the wilaya of M'sila, on a random sample of (50) teachers, that the level of psychological combustion, emotional stress and coldness of feelings significantly affects the course of physical education and sports. In another study conducted in the wilaya of Mascara on (160) teachers, by (Mansouri & Bouferaa, 2019) under the title of "level of psychological exhaustion among secondary school teachers", no difference was scored on the basis of variables of sex, years of experience and marital status.

These are roughly the same results as those obtained by (Dababi & bin Sassi, 2010) in their study entitled (Comparison of The level of burnout of primary school, middle school, and secondary school teachers). The study used the Burnout Maslach scale in the study of the sample which consists of (425) individuals from the wilaya of Ouargla. The results confirmed the presence of a low degree of psychological burnout in the majority of the members of the sample under study, with no difference attributed to the variable of scientific level, sex and experience. On the other hand, and according to a study carried out in certain secondary schools in the capital on (51) teachers of different matters, (Bennabi & Chaaban, 2013) confirmed that the phenomenon of burnout psychological is not necessarily linked to the quality of training, gender, or even years of work.

Burnout is a psychological phenomenon through which several factors interact: Some are linked to the individual, and the more sincere his work, the more he is exposed to psychological exhaustion" (Harb, 1998). Others are linked to the social aspect, as is the case for certain service professions such as education and health, which are at the center of the great interest of society, and that makes individuals activating in this field an easy prey to psychological exhaustion. (AL Aissawi, 1992) . There is also what is related to the functional aspect, that is to say, what the work brings in terms of appreciation, respect and independence. (Robert, Horien, 1985) specifies that this increases the psychological exhaustion of the worker, through the workload suffered, or through the grumbling of teachers for the lack of information on their rights and duties.

In this study, the only one of its kind - as far as the researchers know - to have carried out a comparison of the level of psychological combustion between teachers of physical education and sports in two different levels of education which are middle and secondary, the researchers attempted to determine the level of psychological exhaustion of physical education teachers practicing in these two levels, and to identify the nature of the differences in levels of psychological exhaustion between these two categories of teachers, considering that they have known this profession in the past, regard given also to the obligatory nature of physical and sports education through all stages of education. On the other hand, the legal number of hours that a physical education and sports teacher must ensure in each of the school stages is not the same. We find for example, that it is estimated at twenty-two hours per week in the middle, while it is estimated at only eighteen hours in the secondary. This despite the fact that many teachers of college have the same university degrees as their secondary school peers. Something they consider as an unjust. It is for the purposes of identifying psychological exhaustion in terms of causes and symptoms, reducing the risks and preventing it, that our study took place and of which we summarize the problem in questions which are: What are the levels of psychological exhaustion of secondary school physical education teachers? What are the levels of psychological exhaustion among middle school physical education teachers? Are there statistically significant differences in levels of burnout, between secondary school and middle school physical education teachers?

METHODS

Participants

The researchers chose the descriptive approach as it fits the specificities of the study. The current research community consists of professors of physical education and sports of the middle and secondary schools in Wilaya of El Bayadh, for the academic year 2018-2019.

The sample (60) teachers were randomly selected to represent this sample, among them (20) teachers from secondary school and (40) professors from middle school.

Measuring instrument

Teacher burnout scale prepared by Seidman and Zager 1994 and translated into Arabic by Adel Abdullah (1994). The scale aims to determine the level of psychological exhaustion of teachers and consists of (21) items in four dimensions.

Data analysis

The following statistical methods were used:

- Arithmetic means and standard deviations.
- Pearson's simple correlation coefficient
- Cronbach's alpha equation for calculating the stability of scale
- T student test for the comparison of means (two independent samples).

RESULTS

Classification n	Number of professors	%	levels
From 70 to 79 degrees	01	5	High degree of psychological burnout
From 60 to 69 degrees	15	75	moderate degree of burnout
From 50 to 59 degrees	04	20	Low degree of psychological burnout

Results of the first hypothesis

Physical education and sports teachers at the secondary level are characterized by a moderate level of psychological burnout.

Table 1. shows the psychological burnout rates among teachers of physical education and sports at the secondary level.

It emerges from the Table 1. that the levels of psychological exhaustion among physical education teachers in the secondary phase varied between the three levels: A first level with a high degree of psychological exhaustion comprising one (01) teacher representing a percentage of (5%). A second level characterized by a low degree of combustion, counting (04) teachers and a percentage estimated at (20%), finally a third level representing the majority of teachers namely, (15) teachers out of the (20) selected, with an average degree of

psychological exhaustion reaching the highest rate of(75) .

This means that teachers of physical education and sports in the secondary phase are characterized by a moderate degree of psychological exhaustion, which realizes the first hypothesis. It also indicates that secondary school teachers work under the normal conditions of the teaching profession, and can thus overcome the pedagogical and social problems linked to the decline in purchasing power or the excess number of students in the classrooms, to which they are confronted... Something that pushes them each time to go on strike to protest against this situation. It should not be ignored also, that working in the open air (characteristic of the majority of the professors of the subject), constitutes a big obstacle, either in the regions known by their cold and the low temperatures sometimes reaching the limits of zero degrees in winter, either during the third trimester known by its great heat.

Results of the second hypothesis

Physical education and sports teachers in the middle school are characterized by a moderate level of psychological burnout.

It is clear from the Table 2. that the levels of psychological exhaustion of teachers of physical education of the middle school, are between three levels. This is a high degree of psychological exhaustion, which included (08) teachers, with an estimated percentage of (20%). While the level which was characterized by a slight degree of combustion was that of (07) professors, with a representation rate of (17.5%). As for the majority, which included (25) teachers out of (40), they were in the moderate degree of psychological exhaustion, with the highest representative rate of (62.5%).This indicates that teachers of physical education and sports in the middle stage of education are characterized by a moderate degree of psychological exhaustion, which fulfills the second hypothesis.

Table 2. Shows the psychological burnout rates for teachers of physical education and sports at the secondary level

Classification	Number of professors	%	levels
From 70 to 79 degrees	08	20	High degree of burnout

From 60 to 69 degrees	25	62.5	moderate degrees of burnout
From 50 to 59 degrees	07	17.5	Low degrees of burnout

A result that seems logical in view of the problems suffered by teachers of physical education and sports at the middle stage of education, in particular the lack of spaces for the practice of sport, knowing that most colleges have only one courtyard which is used for recreation and sport at the same time. Worse still, the majority of courtyards are surrounded by classrooms, which places a strain on teachers of other matters and students during lessons.

It is evident from the table that the arithmetic mean of the scores of the psychological burnout scale for teachers of physical education and sports of the secondary phase was estimated at (60.4) with a standard deviation of (4.97), while the arithmetic mean of the average teachers was (64.37) with a standard deviation of (7.04), while the calculated Student value reached (2.25) i.e. greater than the tabular value at the level of significance (0.05), and with a degree of freedom (58) which amounted to (2.00). This indicates the existence of statistically significant differences in psychological burnout between secondary and middle school teachers, in favor of the latter. That is, they are more psychologically burning than their secondary colleagues, and Because of the nature of the physical education and sports session characterized by enthusiasm and vitality, the physical education and sports teacher is in an ambivalent situation: either to satisfy the psychological and social needs of the pupil, through physical activity, either to maintain order and calm in the yard (the field) to avoid problems with the administration and colleagues working in neighboring classrooms, which is likely to increase combustion levels among teachers.

Results of the third hypothesis

There are statistically significant differences in the degrees of psychological burnout of physical education and sports teachers working in the secondary and middle stages.

Table 3. Illustrates the comparison in psychological burnout between physical education teachers in the secondary and middle stages.

	Phase	Number	Arithmetic mean	S. D	T Value	Significance
Psychological Burnout Scale	Secondary	20	60.4	4.97	2.25	Statistically significant
	Middle	40	64.37	7.04		
T value is at (0.05, 58) = 2.00						

It is evident from the Table 3. that the arithmetic mean of the scores of the psychological burnout scale for teachers of physical education and sports of the secondary phase was estimated at (60.4) with a standard deviation of (4.97), while the arithmetic mean of the average teachers was (64.37) with a standard deviation of (7.04), while the calculated Student value reached (2.25) i.e. higher than the tabular value at the level of significance (0.05), and with a degree of freedom (58) which amounted to (2.00). This indicates the existence of statistically significant differences in psychological burnout between secondary and middle school teachers, in favor of the latter. That is, they are more psychologically burning than their secondary colleagues.

This is despite the fact that the two arithmetic averages are in the average burnout degree. This makes perfect sense because the age group that a high school teacher deals with is more mature than middle school students. Add to this the fact that middle school students, especially in their first year, are not used to a physical education session led by a specialized teacher, whereas in primary school, it was the task of their teacher.

DISCUSSION

The first hypothesis

Referring to table 1, it is clear that the majority of teachers (15 out of 20), i.e., 75%, were in the range (60-69 degrees), representing the average level of psychological exhaustion. This result is consistent with the conclusions of (HarbYoucef, 1998) arising from his study to determine the extent of the phenomenon of psychological burnout and its relation to work pressures among teachers in public high schools in the West Bank, as well as measuring the level of pressure at work and identifying its sources. In this regard, he noted that the level of extend of psychological exhaustion was moderate, as well as a lack of effect exerted by certain variants (age, sex, diploma, etc.) on psychological exhaustion. The results of our study are also

consistent with the results of the study by (Muhammad Jawad Al-Khatib, 2007) which concluded that Palestinian teachers do not have high levels of psychological burnout, as they exercise their teaching profession. under normal conditions which have an impact on the degree of psychological exhaustion of the teachers.

The researchers also attribute this result to two important factors, namely the working conditions surrounding the teaching profession, which make it a profession that does not appeal to many people, because it is tiring and exhausting physically and mentally, and the teacher's job. do not even stop, even after dropping out of the establishment, since he is called upon to do certain preparatory work at home, such as the preparation of course sheets for example. As for the second factor, it concerns the social conditions of teachers, such as the remoteness of the workplace, the lack of administrative support, and the overcrowding that characterizes our schools at all levels.

The second hypothesis

Referring to table 2, it is clearly noted that the majority of teachers (25 out of 40), that is to say (62.5%), were in the range (60-69 degrees), which represents the average level of psychological exhaustion. This result is consistent with that found by (TahainahZiadLotfi and SuhaAdeebIssa, 1996) who believe that physical education teachers in Jordan suffer from psychological exhaustion to a moderate degree. This result is also in line with the conclusions of (Adel Abdullah, 1995), in his study which aimed to identify the effects that certain personality traits such as sex and experience could have on the degree of exhaustion. psychological teacher. The results indicate that the individuals in the study sample, are characterized by moderate levels of psychological burnout, and significant differences between male and female teachers in terms of psychological burnout, were present.

The researchers attribute this result - the moderate degrees of psychological exhaustion recorded among middle school physical education and sports teachers - to the same reasons surrounding their secondary school colleagues, added to this also another important factor from the point of view of the researcher, it is that of the presence of certain establishments of middle education in more orlessremote or withdrawn areas, unlike the secondary establishments which are at the capital of the Daira or the municipality.

The third hypothesis

There are statistically significant differences in the degrees of psychological exhaustion among teachers of physical education and sports working in the secondary and middle levels.

It emerges from table 3, that the differences in the degree of combustion between the teachers of physical education and sports were significant according to the phase (secondary or middle), and in favor of the middle phase. This means that middle school teachers suffer from psychological burnout more than their secondary school counterparts. The researcher attributes this result to several reasons: The first is the imposed hourly volume, and according to which middle school teachers work four more hours per week, compared to secondary school teachers, i.e., an average of twenty-two hours per week, against eighteen hours in secondary. That, despite the vast majority of teachers in both phases, holds the same diploma (License, according to the classic system). Not only that, but there is even a difference in salaries in favor of high school teachers. Middle school teachers in general, and physical education and sports teachers in particular, ask themselves the following question: How does one teacher earn more than another, while the former works less? This situation caused certain sensitivities between the two phases, and a kind of dissatisfaction among teachers of the middle phase.

A second point makes the degree of psychological exhaustion more important for an average teacher than for a secondary teacher, namely the age category before which each of the two teachers stands. While at this stage of teaching, there are in front of the middle school teacher, students who are going through a crucial and sensitive stage in their life, a stage between childhood and the beginning of the discernment age, which requires more effort on the part of the teacher to guarantee good supervision to the students in front of him, the secondary school teacher, at this stage, deals with students who begin to form the traits of their personalities, and are therefore better communicative and more receptive to the teacher's advice and guidance, through satisfactory communication and dialogue that make the teacher's job easier.

A third indicator of the difference in the degree of psychological exhaustion between teachers of physical education and sport at the middle and secondary levels, is the practice of sport itself, and it is a purely technical question, given that the secondary school student has to his credit at least four years of experience in sports practice which allow him to make the most of it in this phase, and also allow the teacher to work comfortably, because the student has already had to deal with most of the

activities practiced in the secondary phase, such as speed, long jump, shot-put, as well as team sports, and has thus acquired experiences that allow the teacher to make the most of them

Quite the opposite of the primary school student, especially in the first year, who has never studied physical and sports education in this form, that is to say provided by a specialized teacher who has a good command of this subject provided at the primary level, by the teacher who despite the efforts made, he still does not succeed in producing a physical education session as it should. We even found that some teachers used the time allotted in physical education to make up for delays in other subjects. On this point, the researcher believes that it is necessary to recruit teachers specializing in physical education and sports in primary education in order to reduce the pressure exerted on primary school teachers on the one hand, and give primary school student, the opportunity to express themselves through the practice of psychomotor activities.

CONCLUSIONS and SUGGESTIONS

Based on the previous analysis of the results, and in light of this, the study found the following conclusions.

Both secondary and middle education teachers are characterized by moderate degrees of psychological burnout, depending on the tool and the sample studied.

The results also showed that there are statistically significant differences in the level of psychological burnout between middle education teachers and their secondary counterparts, pending in favor of middle education teachers. That is, the latter are highly burned compared to the former, despite the fact that majority of the study sample members were at the intermediate level, which is generally acceptable. With this in mind, we suggest the following:

A great interest must be given to the teaching profession in general, given the importance it assumes in the training of individuals and future executives of the nation.

Ensure a permanent follow-up of the teacher's state of physical and psychological health, in order to stay safe from any unforeseen event that could transform a simple psychological state into a complicated illness or severe psychological crises likely to end up leaving work.

Creation of sports and cultural associations to provide psychological and social support for teachers.

REFERENCES

1. Frendenberger, H.j. (1994). Staff Burnout. journal of social isseves vol 30.
2. AL Aissawi, A. (1992). social psychologie. Cairo. Egypt: Dar Al Nahdah EL Arabia.
3. Allawi, M. (1997). Coach Psychology and Sports Training i 1. Cairo, Egypt:: Dar Al Maaref.
4. Assaf, A. M. (1996). Sources of psychological stress among university teachers in the occupied homeland and the West Bank. An-Najah University Journal for Research ". Human Sciences" An-Najah National University, Volume 19, pp. 30 - 37.
5. Bennabi, N., Chaaban, F. (2013). Indicators of psychological burnout among secondary education teachers after the (2003- 2004) reforms. Human and Social Sciences, Vol 08 - N 25, a special issue of the International Forum on Suffering at Work, 541 - 549.
6. Cain, Gill E. (2000). Teachers burnout :the relationships between negative mood expectancies, stress, coping and distress. California: Pro Quest. Dissertation Abstracts California State University, . California State University: Degree MS.
7. Dababi, B., bin Sassi, A. (2010). .The psychological burnout level of elementary school teachers, middle education professors, and secondary education professors. Human and Social Sciences, vol 03- N03 a special issue of international Forum on Suffering at Work , 30 - 43.
8. Dashisha, a.-A. (2019, Volume No. (10) Issue No. (01) June). The motivation to teach among professors of physical education and sports in intermediate education. Sports Innovation Magazine , pp. 280 - 303.
9. Frendenberger, H. (1994). Staff Burnout. journal of social isseves vol 30 .
10. Gill, E. C. (2000). Teachers burnout :the relationships between negative mood expectancies, stress, coping and distress. California: Pro Quest. Dissertation Abstracts California State University, Degree MS.
11. Harb, Y. (1998). The phenomenon of psychological burnout and its relationship to work pressures for public secondary school teachers in the West Bank, an unpublished master message. Nablus: An-Najah National University, Palestine.
12. Hartawi, H. A. (1991). Burnout levels among educational counselors in public schools in Jordan. Amman: Unpublished Master's Thesis, University of Jordan, Jordan.
13. Jabara, M. (2011, June). Sources of psychological stress for teachers of physical education and sports. Sports Creativity Magazine, Issue 1, .
14. Jihad, R. (1999). The phenomenon of psychological burnout and coping strategies for workers in the Ministry of National Authority. Nablus, Palestine:: An unpublished master's thesis, An-Najah National University.
15. Kermich, A. M. (2019, June). Some professional competencies of physical education and sports professors in secondary education and their relationship to both self-awareness and emotional regulation. Sports Creativity Magazine, Volume No. (10), Issue (01) , pp. 35-63.
16. Lakhdar, S. (2019). The level of psychological burnout of the professors and its reflection on the course of the physical education and math class. . SportsCreativity Journal, Volume No. (10) / Issue No. (02), bis part (01) , pp. 480 - 498.
17. Mansouri, M., Bouferaa, M. (2019). The level of psychological burnout among teachers of secondary education field study at Mascara. EL Hiwar EL Thakafi; Abdel Hamid Ben Badis University – Mostaganem Vol 08 – N01 , 161 - 172.
18. Maslach, C. (1982). Understanding burnout: definitional issue in analyzing a complex phenomenon on panics. W.S (Ed), job stress and b. research theory and intervention perspectives. Beverly Hills: C.A publication.ING
19. Porter, S. (2000). Quasiexperimental study of psychological group interventions. Wyoming: Pro Quest Dissertation Abstracts,. University of Wyoming: Degree :PhD.
20. Schanfeld, W., Greenglass, E. (2000). Introduction to special issue in burnout and health. Récupéré sur psychologie inventory. Récupéré sur from I(ON LINE) available: <http://: Queendom.com>.
21. Schanfeld, W., Greenglass, E. (2000). Introduction to special issue in burnout and health. Récupéré sur psychology inventory from I (ON LINE) available: <http://: Queendom.com>
22. Susan, P. (2000). Quasi experimental study of psychological group interventions. Wyoming: Pro Quest Dissertation Abstracts, Degree :PhD. University of Wyoming.
23. Youssef, A.-F. (1999, January). Psychological stress among teachers and their counseling needs. Journal of the Center for Educational Research, Qatar University No. 15 Eighth Year , pp. 195 - 227.

Correspondence to:

Mokrani Djamel

Institute of Physical Education and Sports,

University of Mostaganem, Algeria

Email : djamel.mokrani@univ-mosta.dz